



CONGAREE-WOOD EARLY CHILDHOOD CENTER

739 Pine Ridge Drive
West Columbia, SC 29172

GRADES PK-1 Primary School

ENROLLMENT 453 Students

PRINCIPAL Victoria S. Thompkins 803-755-7474

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-739-4708



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	N/A
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

PERFORMANCE RATING CRITERIA

Student attendance rate	94.7%
Student-teacher ratio in core subjects	18.4 to 1
Percent of parents attending conferences	97.9%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	13.4

Type of accreditation: *(More than one may apply)*

<input type="checkbox"/>	Not pursuing accreditation
<input type="checkbox"/>	Conducting a self-study
<input checked="" type="checkbox"/>	State Department of Education
<input checked="" type="checkbox"/>	Southern Association of Colleges and Schools
<input type="checkbox"/>	American Montessori Society
<input type="checkbox"/>	National Association for the Education of Young Children

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
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Students (n= 453)				
First graders who attended full-day kindergarten	81.3%	N/C	95.7%	98.4%
Retention rate	2.1%	Down from 2.7%	4.0%	4.5%
Attendance rate	94.7%	Up from 94.3%	95.9%	95.9%
With disabilities other than speech	1.0%	Down from 1.2%	3.9%	3.3%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	56.4%	Down from 57.9%	54.2%	52.9%
Continuing contract teachers	89.7%	Down from 92.1%	92.1%	91.2%
Highly qualified teachers**	91.3%	N/A	100.0%	100.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	90.5%	89.3%
Teacher attendance rate	94.3%	Down from 95.1%	94.8%	94.8%
Average teacher salary	\$42,440	Up 3.0%	\$40,840	\$40,249
Prof. development days/teacher	20.6 days	Up from 15.0 days	19.3 days	15.7 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 15.3 to 1	18.6 to 1	19.4 to 1
Prime instructional time	88.1%	Down from 88.6%	89.3%	89.4%
Dollars spent per pupil*	\$5,441	Down 9.9%	\$5,675	\$5,720
Percent of expenditures for teacher salaries*	77.6%	Up from 75.2%	65.4%	64.5%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 96.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year we set four goals for our school community. We continued to address student attendance issues. Our School Improvement Council provided leadership in addressing issues with our school grounds and facility and parental involvement. Our Child Development and Kindergarten teams were introduced to the Early Childhood Environment Rating Scale (ECERS) instrument and used this information for program improvement. Our entire faculty worked to develop age-appropriate student measures of progress.

We implemented a school-wide program to support student attendance which provided individual, class, and family incentives. Our plan was to motivate our students and their parents to be present at school each day - "at school, on time, each day". We also encouraged our classes to support each other in daily attendance. We were able to maintain our attendance rate for this school year. We will continue to work with our families and our staff to improve student attendance each day.

Our School Improvement Council provided leadership in addressing issues with our school grounds and facility and parental involvement. The Council conducted regular walk-thru visits of our facility and grounds to make reports and recommendations on the condition and needs. As a result, the Council has identified priorities for the new school year which include murals for our hallways and an outdoor performance stage.

Our PTO assisted us in providing many wonderful family and parenting activities this school year. We provided special activities with each of our bi-monthly PTO meetings - meals, student performances, etc. Our staff provided Family Math Night and Family Reading Night. WinterFest was a great success for the third year in a row. Our families supported our school-wide celebrations throughout the year - Dr. Seuss' Birthday, Earth Day, Field Day. We held our first annual Student Musical in the Spring. This was a tremendous success. The audience was standing room only! We plan to continue our annual events which our families really enjoy. Our goal for next year is to provide programs to assist our growing population of non-English speaking parents. We plan to provide information and events that will support them as members of our school community.

Our Child Development and Kindergarten teams invested a tremendous amount of time and energy in preparing for the state implementation of ECERS in the Spring. Our teachers and assistants studied the materials, participated in training, met in discussion groups, to prepare for state visits using the ECERS instrument. We experienced positive growth as individual teachers and in our early childhood programs as a result of their outstanding effort. We are continuing to study the ECERS instrument so that we can create an early childhood environment that supports our families and meets the needs of our children.

Our entire faculty worked to identify and develop age-appropriate student measures of progress. By regularly assessing our students on their key learning objectives throughout the year, our teachers can monitor each child's progress and provide specific academic assistance during the year to support individual student learning. We are using the Developmental Reading Assessment (DRA) and the Dominic Reading and Writing Portfolio along with the state assessment, SCRA. Next year we will continue to use these assessments and will work to find appropriate assessments for Mathematics.

SIC Chairperson - Tonya Barker

Principal - Nancy P. Ward

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	38
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	94.6%
Percent satisfied with home-school relations	86.8%